

Great Kingshill CE Combined School  
Long Term Planning

Year Group: 2

Topic: Explorers

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<p>Science <b>Living things</b> By the end of the unit pupils will be able to:</p> <ul style="list-style-type: none"> <li>Say what is different about things that are living, dead or have never been alive.</li> <li>Identify some of the plants and animals in a familiar habitat.</li> <li>Sort objects into categories.</li> <li>Find microhabitats.</li> <li>Describe the conditions in a habitat.</li> <li>Ask questions about different habitats.</li> <li>Describe the characteristics of some plants and animals.</li> <li>Name some sources of food.</li> </ul>	<p>To explore and compare the differences between things that are living, dead, and things that have never been alive by thinking about life processes.</p> <p>To use their observations and ideas to suggest answers to questions by explaining how they know something is living, dead or has never been alive</p>	<p>To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants.</p> <p>To identify and classify, and sort objects into categories by sorting objects that are living, dead and have never been alive.</p>	<p>To identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.</p> <p>To gather and record data to help in answering questions by investigating the preferred habitat of minibeasts.</p>	<p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, by researching habitats and the animals that live in them.</p> <p>To ask simple questions and recognise that they can be answered in different ways by asking and answering questions about a range of different habitats.</p>	<p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other.</p>	<p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains.</p>	
<p>Computing <b>E Safety / Technology in our lives</b> By the end of the unit pupils will be able to: Understand how to keep themselves safe online</p>	<p>To understand the rules and expectations in computing</p>	<p>To understand how to use the computer</p> <p>To understand how to access purple mash and other online resources</p>	<p>To understand about E-safety</p> <p>Hector's World 1 &amp; 2</p>	<p>To understand about E-safety</p> <p>Hector's World 3 &amp; 4</p>	<p>TO understand how to use the internet safely</p>	<p>Using the Internet safely – poster design.</p>	<p>Using the Internet safely – poster design.</p>
<p>Music Charanga Scheme <b>Hands Feet Heart</b> By the end of the unit pupils will be able to: <i>To be able to find the pulse</i>  <i>To be able to name two instruments they can hear – keyboard, saxophone, bass, drums, electric guitar, trumpets and vocals</i></p>	<p>Listen and Appraise - The Click Song sung by Miriam Makeba: Play the song. Use your body to find the pulse</p> <p>To talk about the song using the correct musical language</p>	<p>Listen and Appraise - The Click Song sung by Miriam Makeba: Play the song. Use your body to find the pulse</p> <p>To talk about the song using the correct musical language</p>	<p>Listen and Appraise - The Lion Sleeps Tonight sung by The Soweto Gospel Choir: Play the song. Use your body to find the pulse</p> <p>To talk about the song using the correct musical language</p>	<p>Listen and Appraise - Bring Him Back Home by Hugh Masekela: Play the song. Use your body to find the pulse.</p> <p>To talk about the song using the correct musical language</p>	<p>Listen and Appraise - You Can Call Me Al by Paul Simon: Play the song. Use your body to find the pulse</p> <p>To talk about the song using correct musical language</p>	<p>Listen and Appraise - Hlokoloza by Arthur Mofokate: Play the song. Use your body to find the pulse</p> <p>To talk about the song using correct musical language</p>	
<p>PHSE <b>Jigsaw Scheme – Being Me</b> By the end of the unit pupils will be able to: explain how my behaviour can affect how others feel and behave. justify the choices I make to help keep my class and school a safe and fair place. explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued. give evidence as to why my own and my friends' choices can be helpful/unhelpful and how some of these choices may have positive/negative consequences.</p>	<p>To identify some of my hopes and fears for this year</p>	<p>To understand the rights and responsibilities for being a member of my class and school</p>	<p>To understand the rights and responsibilities for being a member of my class</p>	<p>To listen to other people and contribute my own ideas about rewards and consequences</p>	<p>To understand how following the Learning Charter will help me and others learn</p>	<p>To recognise the choices I make and understand the consequences</p>	
<p>ART &amp; Design <b>Earth Art</b> <i>Plan Bee Scheme</i> - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination - to use sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>To explore ways of painting on rocks</p>	<p>To be able to make sculptures with sticks and twigs.</p>	<p>To be able to make animal pictures with leaves.</p>	<p>To learn how to weave with natural materials.</p>	<p>To explore ways of making mandalas</p>	<p>To be able to make a collage using natural materials.</p>	
<p>Design Technology <b>Perfect Pizzas</b> <i>Plan Bee Scheme</i> By the end of the unit pupils will be able to: - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where</p>			<p>To find out what the favourite pizzas in the class are.</p>	<p>To examine, describe and categorise a variety of breadbased</p>	<p>To examine, describe and categorise a variety of pizza toppings.</p>	<p>To design a balanced healthy pizza.</p>	<p>To be able to make and evaluate a food product based on a design.</p>

Term: Autumn 1

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<p>appropriate, information and communication technology. - select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics KS1 - explore and evaluate a range of existing products KS1 - evaluate their ideas and products against design criteria KS1 - use the basic principles of a healthy and varied diet to prepare dishes KS1 - understand where food comes from</p>							
<p><b>Geography</b></p>	<p>To name &amp; locate 7 continents and 5 oceans</p>	<p>To use simple compass directions  To find the north and south pole</p>	<p>To identify seasonal/daily weather ... N/S Poles</p>				
<p><b>History Explorers</b> By the end of the unit pupils will be able to: To identify and study the lives of significant individuals</p>				<p>To study the lives of significant individuals  To learn about the life of Ernest Shackleton</p>	<p>To study the lives of significant individuals  To learn about the life of Ernest Shackleton</p>	<p>To study the lives of significant individuals  To learn about the life of Ernest Shackleton</p>	<p>To study the lives of significant individuals  To learn about the life of Ernest Shackleton</p>
<p><b>RE Christianity</b>  <i>Discovery RE Scheme</i></p>							
<p><b>Games Multi-Skills</b> <i>Power of PE</i> By the end of the unit pupils will be able to follow direct instructions and participate in the activity list some of the keywords they have learnt during the lesson use their knowledge of the teaching points to help their peers improve</p>	<p>L.O 1 – To develop children’s Agility  L.O 2 – To develop children’s Co-ordination</p>	<p>L.O 1 – To develop children’s Agility  L.O 2 – To develop children’s Co-ordination</p>	<p>L.O 1 – To develop children’s Agility  L.O 2 – To develop children’s Co-ordination</p>	<p>L.O 1 – To develop children’s Agility  L.O 2 – To develop children’s Co-ordination</p>	<p>L.O 1 – To develop children’s Agility  L.O 2 – To develop children’s Co-ordination</p>	<p>L.O 1 – To develop children’s Agility  L.O 2 – To develop children’s Co-ordination</p>	
<p><b>PE Orienteering</b> <i>Power of PE</i> By the end of unit pupils will be able to: describe what a ‘key’ is on a map &amp; list the points on the compass?  Red a map and place their thumb in the correct place with guidance?  Move their thumb as they move, turning the map to show which way they are facing consistently.</p>	<p>L.O 1 – Can children list the different points on a compass  L.O 2 – Can children show knowledge of what a ‘key’ is on a map!</p>	<p>L.O 1 – Can children list the different points on a compass  L.O 2 – Can children show knowledge of what a ‘key’ is on a map!</p>	<p>L.O 1 – Can children use the key to help them find where they are on a map  L.O 2 – Can children move their thumb &amp; map to display where they are, and which way they are facing?</p>	<p>L.O 1 – Can children use the key to help them find where they are on a map  L.O 2 – Can children move their thumb &amp; map to display where they are, and which way they are facing?</p>	<p>L.O 1 – Can children use the key to help them find where they are on a map  L.O 2 – Can children move their thumb &amp; map to display where they are, and which way they are facing?</p>	<p>L.O 1 – Can children use the key to help them find where they are on a map  L.O 2 – Can children move their thumb &amp; map to display where they are, and which way they are facing?</p>	

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